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ABSTRACT

This report of the second phase of a study of the geographic mobility patterns of postsecondary occupational education graduates in New York State provides a further examination of reasons for the mobility of program completers, verifies the general magnitude of the identified mobility trends, and examines the occupational status of program leavers. Part I introduces the project; provides information on the methods and findings of Phase I of the research project; and outlines the intended outcomes of Phase II. Each of the next three sections describes the background, methodology, data results, and implications of Phase II's three major research components. Part II looks at the demographic and academic characteristics of students in good academic standing who left their college program before completion, their reasons for entrance and exit, their assessment of their college experience, their employment characteristics, and the relationships found among selected variables. Part III provides follow-up data on 1981 program graduates exhibiting outward mobility patterns, including a description of survey respondents, their earnings and work history, their residence and mobility as students, and their reasons for accepting their positions. Part IV provides information on the geographic mobility of 1983 program graduates, including placement data by major technology and program. Part V offers a summary and conclusions. The survey instruments are appended. (HB)

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Phase II

GEOGRAPHIC MOBILITY POSTSECONDARY OCCUPATIONAL EDUCATION GRADUATES

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September 1984

JC 850 027

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Two Year College Development Center
State University of New York at Albany

Phase II

GEOGRAPHIC MOBILITY OF POSTSECONDARY OCCUPATIONAL EDUCATION GRADUATES

(VEA 58-84-9379)

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ORGANIZATION OF REPORT

This report is organized into five sections. The first part introduces and defines the project's intent. Parts II, III, and IV each describe background, methodology, data results, discussion and implications for each of the three major research components; non-completers as successful leavers, follow-up of 1981 graduates--relocaters, and the geographic mobility of 1983 graduates. Summary and conclusions comprise Part V.

The reader is also directed to the report of Phase I of this study for details of the work that led to this research effort (Geographic Mobility-Postsecondary Occupational Education Graduates, September 1983, Two-Year College Development Center).

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GEOGRAPHIC MOBILITY OF POSTSECONDARY OCCUPATIONAL EDUCATIONAL GRADUATES--PHASE II

Final Report

I. Introduction

Study of geographic mobility patterns of postsecondary occupational education graduates was begun in the fall of 1982 with VEA support administered by the Bureau of Grants Administration, State Education Department. Phase I sought placement mobility patterns in five categories ranging from the college's sponsor area to out-of-state. Data on 8217 completers from 28 public and independent two-year colleges supplemented by placement director opinions on campus recruitment and placement phenomena were analyzed and results disseminated in a 1983 publication.[1] Among the main findings were:

- -a majority of the placements occurred within college planning regions and service/sponsor areas
- -mission and type of college impacted mobility patterns; Ag & Tech college completers were, in general, more mobile than community college completers
- -out-of-state placement rates by major technology ranged from 5% to 15% but rates for individual programs varied from 0% to 67%
- -county of origin, locally relevant employment opportunities and on-campus recruiting were active factors in mobility patterns

Phase II was undertaken to further examine reasons for completer mobility and to verify the general magnitude of the identified mobility trends. An

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[1] Geographic Mobility of Postsecondary Occupational Education Graduates, Two-Year College Development Center, SUNY-Albany, 1983

additional area of inquiry was included, the status of program leavers. The intended outcomes of Phase II are summarized as follows:

1. to determine the occupational status of program leavers and factors operational in the students' decisions to leave college before completion

2. to determine persistence rate and factors active in the occupational decisions of those graduates who exhibited geographic mobility trends beyond the norm for their programs

3. to validate the generalizability of Phase I findings regarding mobility trends of completers

The project was conceptualized as having three components: a follow-up study of program leavers, a follow-up study of 1981 graduates who exhibited mobility in placement and a replication of Phase I research regarding the geographic mobility of graduates. Within each strand the major data collection strategy was a mail survey. The questionnaires were developed by project staff. Descriptive statistics were used in data analysis.

The term "leaver," (outcome #1) was clarified in negotiations with staff of the Bureau of Grants Administration as "successful leaver," defined as a student who withdrew from college but was academically eligible to continue, that is, not on probation or failing. Graduates who exhibited outward mobility (the focus of outcome #2) have been termed "relocaters." The validation activity (outcome #3) was limited to SUNY community colleges to overcome differences associated with type of college found in Phase I data.

The remainder of the report is divided into four sections; three address a respective intended outcome and one serves as summary and conclusions.

II. Non-Completers as Successful Leavers

Background for Study of Component

The search for successful leavers began with a letter to chief academic officers of State University of New York two-year colleges describing this strand of the project. Assistance to the project was requested by identifying students who had been in attendance during some part of the previous academic year, were academically eligible to continue in college, but were not currently enrolled. Academic officers at ter colleges agreed to supply a list of names and addresses of former students, and by May of 1984, had done so. An eleventh college offered to supply names over the summer, but was too late for the survey to have been completed within the project timeframe. The ten colleges included large and small community colleges, agricultural and technical colleges in upstate, downstate, urban, suburban, and rural locations.

Several of the larger colleges sent extensive lists, in a few cases over 1,000. Given the financial constraints of the project, random sampling techniques were employed to select a final sample for the mail survey. In total, 646 students were mailed the questionnaire, cover letter and a postage-paid return envelope (Appendix 1).

Twenty-two letters were returned as undeliverable. Overall, 120 usable responses were returned resulting in a 19% response rate for the project. Response rates for individual colleges ranged from 5% to 40%.

Demographic Characteristics of Respondents

Two-thirds (N = 80) of the respondents were female and one-third (N = 40) male. As a group, age ranged from 21 or less to over 50, but 62% of the respondents were 21 years of age or less. An additional 27% were in the age group 22-30. Only 3% were over 40.

The ethnic makeup of the respondents was: 85% White/Caucasian, 9% Black, 3% Hispanic, and 3% Asian. Ten percent (10%) of the respondents checked Native American, but from other comments, it is suspected that most respondents interpreted this option as being born in this country. To the extent that this assumption is false, the percentage of the respondent group from minority backgrounds would be larger than 15%, perhaps as high as 25%.

Seventy percent (70%) of the respondents indicated they had no dependents except themselves. Eighteen percent (18%) had one dependent, 9% two dependents, and 3% three or more dependents.

Academic Characteristics

Two-thirds of the respondents had been enrolled in Business and Commerce programs. Mechanical and Engineering Technologies and Data Processing Technologies were the next most frequently indicated curricula accounting for 10% and 9% respectively of the respondents. Natural Science, Public Service, Allied Health and General Studies were all represented but at frequencies of 5% or less.

Nearly half (48%) of the respondents had completed 25 or more credit hours before leaving college; 21% had completed 9 or fewer credit hours, 21% 10-15 hours, and 13% 16-24 hours. The respondents were predominantly full-time students (87%) before leaving college. Over half of the group (54%) were last enrolled during the fall of 1983. The fall of 1982 and spring 1982-83 were the last semester of enrollment for 26% and 20% respectively.

Reasons Given for Entrance and Exit

Respondents were asked what expectations they had for college when they first enrolled, the principal reason for leaving college before completing their program and whether or not they would enroll in that or

another college if they could return. These were included in the survey in order to examine the notion that the goal or degree of commitment possessed by students when entering college is related to subsequent behavior or reasons for non-persistence.

The intentions or goals item offered eight responses plus an open-ended "Other, please specify" alternative. The most frequent response (30%) was "I wanted some training to get the kind of job I wanted." This was followed closely in frequency (29%) by the statement, "I wanted to start college here and then transfer." Nearly one in five (19%) indicated that they "wanted to complete the degree." The balance of the respondents (22%) checked one of lesser interest or commitment, such as "try college to see if I like it," "my family wanted me to go," or "I had no real plan."

The frequency of reasons given for leaving college are presented in Table 1:

Table 1

Reasons for Leaving College

Reasons	Frequency Percentage
Family responsibilities forced me to leave	18%
I did not like my program	15%
Have transferred to another college	14%
I didn't feel as if I was accomplishing anything	13%
I couldn't afford to stay in college	13%
I got a full-time job I wanted	11%
I didn't like college	8%
Other, please specify: individual/regulatory or procedural problems	8%

The data in Table I show a rather even distribution of responses across options. For purposes of interpretation, "family responsibilities," and "could not affort to stay" could be combined as situations or reasons external to the college. Similarly, "I did not like my program," "I didn't feel as if I was accomplishing anything," and " didn't like college," could also be combined as somewhat negative reactions to the college experience. These three attitudinal items account for 36% of the responses compared to the family/financial items which account for 31% of the responses. Fourteen percent (14%) wrote in a response that they had already transferred to another college. Getting the desired full-time job was checked as the reason for leaving by 11% of the respondents.

The individual/procedural problems reason was derived from open-ended responses that described some incident, judgment, or interpretation of a regulation by a college officer or staff member that in some way angered the student. Most of these responses had to do with credit not being allowed, additional courses being required, or a needed course not being available. The respondents felt enough unfairness to describe it as the reason that they left college rather than check one of the seven alternatives provided.

When asked if they could do it all over again, what would they do, 51% indicated that they would enroll in the same college or not leave college when they did, 27% said they would enroll in a different college. Twenty percent (20%) of the respondents checked the "I don't know" option and 2% added notes indicating that they would not go to any college.

Assessment of the College Experience

Satisfaction with the college experience was addressed by seven items. The

frequency percentages of responses to each item are presented in Table 2:

Table 2

Satisfaction with College Experience

Item (N = 120)	Very Satisfied	Satisfied	No Opinion	Dissat-isfied	Very Dissat-isfied
Overall quality of instruction	19%	59%	6%	13%	3%
Job possibilities related to your program of study	14%	42%	28%	12%	4%
Information on college provided at time of admission	11%	58%	13%	13%	5%
Availability of courses I wanted	17%	54%	8%	14%	7%
Helpfulness of faculty	23%	44%	14%	13%	6%
Helpfulness of other staff in various offices	17%	40%	23%	14%	6%
Availability of student support services; e.g., counseling	12%	39%	38%	5%	6%

The average rating for each of the seven items falls in the satisfied column. All items received satisfied or better ratings by 50% or more of the respondents. "Overall quality of instruction" was rated highest (19% + 59% = 78%). Many respondents had no opinion about "Availability of student services; e.g. counseling," which drew the greatest number of no opinion ratings (38%). The student services item also drew the least number of dissatisfied ratings (11%) which may indicate that if students had an opinion it was likely to be positive.

In general, the percentage of dissatisfied ratings approximates the combined reasons leaving college: "I didn't like college" and "technical-procedural problems." But an individual's ratings were rarely consistent across the items. Most respondents who expressed dissatisfaction with one or more components of

the college experience also expressed satisfaction with at least one component.

To correct for no opinion ratings, responses were weighted and averages calculated using +2 = Very Satisfied, +1 = Satisfied, -2 = Very Dissatisfied, and -1 = Dissatisfied. No Opinion (the zero mid-point) responses were deleted from the calculation. The results are displayed in Table 3 for the total response group and two subgroups: a) those who left college because they were dissatisfied with program, progress, college, or had enocuntered some procedural/technical problems, and b) those who left college for personal, family or financial reasons. These two subgroups were chosen since they include respondents who may possess greater potential to become returning students in the future than those who have already transferred or found desired full-time jobs. Alsc it is anticipated that those leaving for financial, family or personal reasons would have a more positive or neutral attitude toward college than those leaving for some program or college-related dissatisfaction.

Table 3

Average Satisfaction with the College Experience

Item	Total Sample (N=120)	Group 1 College/Program Problems (N=51)	Group 2 Financial/Family Problems (N=36)
Overall quality of instruction	.82	.44	1.20
Job possibilities	.67	.54	.92
Information at enrollment	.66	.30	.76
Availability of courses	.83	.30	1.06
Helpfulness of faculty	.74	.36	.86
Helpfulness of other staff	.70	.39	.71
Availability of student support services	.71	.51	.90

Weighting
2.00 = Very Satisfied; 1.00 = Satisfied; -1.00 = Dissatisfied; -2.00 = Very Dissatisfied

The weighted data for each group show more clearly why availability of courses and overall quality of instruction were rated as highly satisfactory by the total group. The variance of ratings between groups is significant.

The weighted averages for the two subgroups show differences that might be expected. Those leaving for program, progress or college-related dissatisfactions rate experience items significantly lower than those leaving for personal, family or financial reasons. The comparative differences suggest that the leavers for family/financial reasons have fewer attitudinal problems to overcome relative to returning to college if their personal life situations change. The differences also tend to validate the reasons, that is, financial and personal reasons may be real rather than acceptable masks for other dissatisfactions.

What is not revealed by these data are the differences between the ten college subsamples. For example, there were a total of 42 ratings of Very Dissatisfied. Respondents from one college, constituting only 19% of the total sample, accounted for nearly 38% of these Very Dissatisfied ratings.

Similar between-college differences occurred in other items. Under reasons for enrolling, 50% of the respondents from one college indicated "training for a job" while the total sample frequency stood at 30%.

The reason, "to complete the degree," drew a frequency of only 19% overall, but was indicated by 43% of the respondents from one college, 38% from another and only 4% by two others.

Although 51% of the sample indicated they would enroll in the same college again, that percentage was 74% from one college subsample and 14% from another. Conversely, 27% of the total sample indicated they would enroll in a different college if they could do it over. This figure was

as high as 100% from one subsample and 50% from another.

Employment Characteristics

Eighty-one percent (81%) of the respondents are employed. For those not employed, over half are continuing their education full time and nearly 20% are not seeking employment because of illness or full-time family responsibilities. Twenty-six percent (26%) are actively seeking employment but were unable to find it at the time of the survey.

Of those employed, 40% are in jobs directly related and 20% in jobs somewhat related to their field of study. However, 40% of the employed are in jobs unrelated to their field of study. When asked how tney learned about their job, 65% listed friends, family or personal knowledge of the position. Twenty percent (20%) indicated the newspaper. Only 8% credited the college placement office with information on the job they accepted. Pursuing the relationship between college and employment further, respondents were asked whether they thought the courses they completed helped them get the job. Only 17% answered affirmatively.

The salary range of those employed is detailed in Table 4:

Table 4

Salary Ranges for Employed Respondents

Less than $7,000	36%
$7,000 - 10,999	18%
$11,000 - 13,999	16%
$14,000 - 16,999	8%
$17,000 - 19,999	8%
$20,000 - 22,999	3%
$23,000+	2%

These data show that over half of the employed respondents earn less than $11,000 annually. Although these data include a number of people employed part time, the frequency of persons in higher ranges is small. Salary data generally do not portray employment success for many college leavers.

When asked about the general level of education of other employees in the same position nearly half of the respondents indicated high school diploma or less. Thirty-four percent (34%) thought that other employees had four or more years of college. These data also do not support general employment success for most leaver respondents.

Data presented earlier in Table 2 found only 11% left college because they "got the job they wanted." The salary range in percentages for these 13 individuals are:

Less than $7,000	- 8%
$7,000 - 10,999	- 31%
$11,000 - 13,999	- 15%
$14,000 - 16,999	- 23%
$17,000 - 19,999	- 15%
$20,000 - 22,999	- -
$23,000+	- 8%

These data show a higher earnings average than for the total sample. Only 21% of the total sample had salaries of $14,000 or more but 46% of this subgroup are in those higher ranges. Still these earning levels are not as high as those exhibited by graduates classified as relocaters and reported elsewhere in this document (Table 5, page 17).

Relationships Among Selected Variables

A successful leaver has been defined by some as the person who gained occupational skills from college courses, then left college when the desired job was obtained, presumably because the skills necessary for employment had

been attained. Another version of the successful leaver might be the person who begins college with a goal of transfer and completes the transfer as soon as possible. In both hypothetical cases these students can be seen to be successful because they have accomplished a goal or an intention held upon entrance. In order to examine this notion of success, associations between student responses to the goal question and their reasons for leaving question were examined.

Of those persons who indicated an intention when enrolling of getting training for the kind of job they wanted (N = 35), five (14%) indicated that they left college because of a desired job. Similarly, of those who indicated they intended to start college and then transfer (N = 34), ten (29%) of those persons gave having transferred as the reason for leaving college.

A third category of success was also sought, those with an intention at enrollment to acquire the kind of job they wanted (N = 35) and, regardless of stated reason, after leaving, earn $14,000 or more annually. Fifteen people (43%) fell into this category.

The relationships between the enrollment intention of "completing the degree" and reasons for leaving were also examined. The presumed greater commitment to persist that should accompany this intention might result in a greater number of health or financial reasons for leaving. No such associations were found. The reasons given by these persons fell in much the same frequency patterns as found for the total sample. Some got the job they wanted, some felt they were not accomplishing anything, others had family and financial problems and others experienced procedural or course-related problems. These data indicate no relationship between an intention at entry to complete the degree and any one particular reason for leaving college before completion.

Discussion and Implications

There are problems associated with viewing all non-completers as potential successful leavers. Survey data indicated that only about 20% of these ex-students intended to complete the degree at the time of enrollment. In light of their goal that 20% cannot be considered successful. However, those who intended to acquire job training and actually left for a job, plus those who intended to transfer and did so, may be considered as successful. These latter two categories comprise 15 of the 120 respondents or about 13% of the sample. The percentage of "successes" that can be found nearly doubles when only an "acceptable" reason for leaving is used as a criterion rather than linking it to an enrollment intention. Those who transferred or left for a desired job, assuming these to be acceptable success criteria regardless of stated goals at entrance, account for 25% of the sample. In order to accept this higher success rate one must question the influence of intentions held for enrolling in college or accept the common sense notion that the goals of students will change.

Success may also be viewed as time-related. About half of the respondents indicated they would enroll in the same college again. From the several opportunities respondents had to explain their answer or name the college to which they'd return, additional information was gained regarding their intentions to return to college. Approximately 25% stated intentions of re-enrolling in the near future. These students can be seen as "stopping-out" and perhaps should not be measured against a success criterion until a later time when they have made a more enduring decision. The same could be said of those who intend to enroll in another college (approximately 10%) in the near future.

These data suggest an optimistic interpretation that at least half of those who leave for non-academic reasons can be considered achieving some kind of success or potential success as measured, sooner or later, by continuing college or finding a desired job. However, the immediate timeframe goal-related measure yields a successful student percentage of about 13%. A relationship between the enrollment goals of leavers and their reasons for leaving college seems to be present in very few cases since goal and leaving behavior can be associated in less than 15% of the individuals. Certainly colleges would have useful information if they could collect student goals at entrance but, based on these data, they should anticipate that for many students the goals will change or that their behaviors will be motivated by factors other than a previously held goal. The reasons for leaving may also be in some sense an assessment of the college experience since a significant percentage of reasons are associated with dissatisfaction with college experiences. If attitudes could be changed, dropouts could become stop-outs who will eventually be returning students. The differences among college subsamples is evidence of the unique imprint that a college can make on student experiences and the related degrees of satisfactions that grow from the experiences. If dissatisfactions can be minimized perhaps the number of leavers can be reduced and/or the number of returning students increased.

III. Follow-up: Relocater Graduates-1981

Background for Study of Component

Phase I data reported outward mobility of graduates from agricultural and technical colleges as generally greater than graduates of community colleges--perhaps more a function of student origin than college type. These data also identified programs at both types of colleges whose graduates had higher outward mobility placement trends than the derived mobility standard used as a benchmark for each technology area. Placement director opinions regarding recruitment practices and student job seeking attitudes shed some light on the reasons for outward mobility, but it remained a task of the second project year to seek reasons for the outward mobility directly from graduates.

The primary objectives of the relocater follow-up were to determine the persistence of relocaters, to identify factors active in decisions to accept employment where accepted, and to determine if relationships existed between residence and employment mobility.

Using data from Phase I on higher outward mobility by program, selected college placement directors were contacted for names and last known addresses of 1981 graduates from programs that were reported in Phase I to have accepted employment in a region non-contiguous to their college or out-of-state. Five placement directors were able to supply names and addresses for all or some of the selected graduates, resulting in a survey population of 98 persons who completed their programs in June 1981 and accepted a position in a region in New York non-contiguous to their college or who left New York State.

A questionnaire was mailed to all 98 individuals in early spring 1984. Of these, eight forms were returned as undeliverable. Fifty persons

completed usable surveys for a 56% response rate. A copy of the instrument sent to the graduates is attached as Appendix 2.

Description of Respondents

The respondents' demographic profile is summarized as follows:

Sex: 34 (68%) female 16 (32%) male

Ethnic background: 100% Caucasian

Age: age 22-25 - 37 (74%)
age 26-30 - 10 (20%)
age 31-35 - 1 (2%)
age 36-40 - 1 (2%)
age 41-45 - 1 (2%)

Dependents (excluding themselves): None - 37 (74%)
1 - 4 (8%)
2 - 7 (14%)
3 - 2 (4%)

A frequency breakdown of respondent fields and programs of study is subsequently presented:

17 Allied Health Technologies

8 - Nursing R.N.
7 - Dental Hygienist
1 - Medical Records
1 - Medical Lab Tech

11 Business & Commerce Tech.

6 - Secretarial Science
3 - Hotel & Restaurant Mgnt.
1 - Business Administration
1 - Accounting

2 Data Processing Technologies

2 - Computer Programming

14 Mechanical & Engineering Technologies

8 - Chemical Technology
5 - Model-Making
1 - Agricultural Engineering

5 Natural Science Technologies

3 - Wood Products Technology
2 - Biological Lab Technology

1 Public Service Technologies

1 - Fire Protection

Earnings and Work History Data

At the time of the survey 43 (86%) of these June 1981 graduates were working full-time, and 10% part-time. The respondents not working (24%) gave the following reasons: continuing my education full-time; recently moved to Sweden and have not yet located a position but will after completing a language course. All but one of those employed are in fields related to their

college program. Fourteen (28%) are continuing their education either full-time or part-time while being employed. All are studying in fields directly related to their work experience.

Table 5 presents salary levels of the 43 respondents working full-time for their first position in 1981 compared to their current position approximately 2½ years later.

Table 5

Gross Salary Levels for Graduates Working Full Time; Summer 1981 & Winter 1983-84*

Salary Range	1981	1983-84
less than $7,000	1 (2%)	-
$7,000-10,999	12 (28%)	4 (9%)
$11,000-13,999	6 (14%)	7 (16%)
$14,000-16,999	11 (27%)	3 (7%)
$17,000-19,999	6 (14%)	6 (14%)
$20,000-22,999	4 (9%)	8 (19%)
$23,000-25,999	1 (2%)	12 (29%)
$26,000-28,999	1 (2%)	1 (2%)
$29,000+	1 (2%)	2 (4%)
	43 (100%)	43 (100%)
	M = $15,284	M = $19,745

*For full-time work only; N = 43

The overall mean salary level increased from $15,284 in 1981 to $19,745 in early 1984, up nearly 30% in a 2½ year period. The table shows that 67% of the respondents fell in the $7,000 to $16,999 categories in 1981. In early 1984, 67% fell in the $14,000 to $25,999 categories. The $23,000-25,999 category displays the largest increase, from 2% to 29% of the respondents. In

terms of persistence on the job, 65% of the sample are still working for the same employer.

Student Residence and Mobility

The Phase I study found some circumstantial evidence suggesting that mobility exhibited by some graduates could be explained as finding employment in their home area albeit in regions non-contiguous to their college or out-of-state. In order to clarify the relationship of place of residence to employment decisions the respondents were asked several questions about their home addresses during and after college and whether or not they had changed residence to accept their present position.

Thirty-four (68%) of the respondents accepted employment out-of-state. The frequency of out-of-state placements by program is:

Nursing	- 8	Secretarial Science	- 5
Chem Tech	- 2	Wood Products	- 3
Fire Protection	- 1	Accounting	- 1
Dental Hygiene	- 3	Computer Programmer	- 2
Med Lab Tech	- 1	Hotel	- 3
Model Making	- 2	Biology Lab	- 2
		Business Admin	- 1

However, 10 of these 34 respondents had out-of-state home addresses while attending college. Six persons essentially went home to work, which also happened to be out-of-state. These incidents are confirmations of a mobility pattern termed (in Phase 1) as the "border phenomenon" that exists for several colleges, for example, Broome Community College. In terms of loss of trained technicians to the state from out-of-state placements, the real impact can only be calculated if individual student home addresses are known. These data suggest that nearly 30% of out-of-state placements are actually out-of-state students returning to their home states to accept employment. The effect of home address on apparent mobility was also shown by the finding that of 50 respondents (chosen for their

apparent outward mobility), 15 persons or about 30% did not change their residence to accept their non-contiguous region or out-of-state position.

Why Positions Were Accepted

The reasons given for accepting positions are subsequently summarized in order of frequency:

Table 6

Reasons for Accepting the Position	N	%
best offer	15	30%
better salary	11	22%
wanted different part of the country	11	22%
near home	7	14%
attractive location	3	6%
spouse relocated	2	4%
to further my education	1	2%
totals	50	100%

The "best offer" and "better salary" responses are undoubtedly related and combined account for 52% of the responses. Location, 'attractive' o. 'different', was important for 28% of the respondents and 14% essentially sought and found employment at home. Several of those in 'wanted different part of country' category added words such as "less snow," "wanted out of New York," and "too cold." These respondents are now in Texas, Calif rnia and Florida.

A few relationships between the reason for accepting the position and graduate's program can be found. All chemical technology completers can be found in the "best offer" and "better salary" categories as can four of the five modelmakers. Graduates from these two programs comprise 86% of the mechanical and engineering technology respondents. The two locations items, "attractive" and "different" (28% of respondents) include about half of the allied health and business program respondents.

Nearly half of the respondents (47%) did not purposely seek a position in a specific geographic area and only 30% reported specifically seeking a job out-of-state.

A related item asked if they had been offered a job of comparable salary, responsibilities and promotion opportunities in the same geographic area as their college would they have accepted it. The responses were 20 "yes" (40%) and 30 "no" (60%). This finding suggests that outward mobility might be reduced significantly if comparable job opportunities were available in college areas. This may be particularly true for specialized fields in engineering technologies since nearly all gave better salary and best offer reasons for job acceptance. However, some graduates will want a change of location despite the correction for home address.

The responses to the question on how they learned about the position they accepted are arrayed in Table 7.

Table 7

Job Information Source	N	%
Company recruiter on campus	15	30%
Newspaper	12	24%
Friend and/or family	9	18%
College placement office	4	8%
Wrote letters	3	6%
Walked in and applied	4	8%
Employment agency	2	4%
Previously worked for the firm	1	2%
totals	50	100%

On-campus recruitment was apparently responsible for approximately 30% of the placements, primarily for mechanical and engineering technology graduates.

Eleven (11) of these 15 respondents and 10 of the 12 persons responding to newspapers accepted out-of-state employment. The newspaper was most popular with business program graduates. Allied health graduates were distributed across all information source categories. "Friends or family" was not related to any one technology as a principal source.

When accepting positions, 35% planned to stay several years, 10% a year or less, 19% as long as they liked the area and the job. Thirty-seven percent (37%) reported no plans for staying a length of time. If job retention is an indicator of satisfaction, most are satisfied since 65% still work for the same employer. Of the 35% who changed employers, only two persons have returned to New York State from out-of-state positions. The rest remain employed out-of-state.

Discussion and Implications

The follow-up survey of the more outwardly mobile graduates of 1981 has produced information to clarify why these graduates accepted their positions and data on their employment search procedures and their employment histories.

Essentially all of the respondents are currently employed, 86% full-time, and nearly all are working in fields directly related to their college program. The average beginning salary was over $15,000. At the time of this survey, approximately two-and-one-half years later, the average salary had increased almost 30% to well over $19,000 annually. The percentage of respondents earning over $20,000 annually increased from 15% to 54% during the period.

The data on home addresses indicates the economic impact of resident-trained technicians leaving New York State is perhaps 30% less than previously estimated from college-centered outward mobility data. These data confirm the "border phenonenom" and the impact of residence on employment seeking activities.

About half of the respondents accepted their positions for job-related reasons, such as best offer or better positions. Nearly 30% purposely sought jobs out-of-state and the same percentage accepted jobs for location reasons such as better climate or new, attractive and/or different place to live. About 20% purposely sought and accepted positions near home or for other family related reasons.

Company recruitment on campus and newspapers were the predominant mediums for conveying position information to a majority of out-of-state placements. Once graduates accept out-of-state positions, very few return to New York during the first several years. Hence, "relocaters" appears to be a correct description of this population. These relocaters seem to be improving financially and are satisfied with their employment situations.

The Phase I study estimated postsecondary occupational graduate out-of-state placements to be 8% over-all with a range of 5% to 15%, depending on major technology. The data for individual programs displayed a much greater range, up to 67% for an irdividual program at an individual campus. The student residence data from tnis follow-up survey indicate that an overall out-of-state placement rate of 5.6% to 6% would be a more precise estimate. The data also suggest that the incidence of outward mobility could be reduced, perhaps halved, if comparable employment opportunities in specific technical occupations were more widely available in New York State. Local employers could attract some of the relocaters if comparable opportunities were available.

The data further suggests that reducing on-campus recruitment by out-of-state recruiters would reduce out-of-state placements. However, such actions would also be a reduction of information about career opportunities. In many cases more opportunities exist outside than within the state, and certainly

more than within the immediate region of many colleges. Promoting economic benefits for the state is an important mission but must be weighed against the potential disservice to the career development of students. The out-migration is not judged by this observer to be sufficiently large to suggest a policy recommendation that would limit career information or opportunities.

IV. The Geographic Mobility of 1983 Completers

Introduction

The overall goal of the geographic mobility study is to provide a more complete data base of the placement history of postsecondary occupational education graduates. This information will contribute to consideration of policies regarding program development and the importance of locally relevant employment needs and opportunities. Such information also has implications for economic development, particularly considerations of the economic returns from the investment in postsecondary occupational education.

Phase I of the study provided detailed information on the mobility of 1981 graduates by five geographic categories; placement within the college's sponsor area, within the college's occupational planning region (13), in non-contiguous regions and out-of-state. Data was reported by program and major technology area for students from a sample of SUNY community colleges, SUNY agricultural and technical colleges, CUNY community colleges and independent two-year colleges.

This phase of research is a limited replication effort to validate the Phase I results. The study was structured similarly to Phase I in that the same five geographic categories were used even though the number of planning regions had been reduced. During the project year the occupational education planning regions were replaced by the Regional Education Centers for Economic Development and Service Delivery Areas associated with the Job Training Partnership Act. The replication study also limited its request for data to SUNY community colleges because of their distinct sponsorship area mission contrasted with the statewide mission and recruiting practices of agricultural and technical colleges.

Following the pattern of the Phase I study, placement directors at all SUNY community colleges were contacted by letter and asked to provide data in the format of the accompanying questionnaire or to send available data on 1983 graduates that project staff could transpose into the geographic and program categories. (A sample format page is attached as Appendix 3.)
Useable responses were received from 10 colleges for 2,385 graduates, about half of the number of placements and approximately 60% of the number of community colleges included in the Phase I report.

Placements by Major Technology

Table 8 presents the geographic placement data for each major technology area.

Table 8

Distribution of Placements by Major Technology

Program	N	Sponsor Area	Planning Region	Contiguous Region	Non-Contig Region	Out of State
Business & Commerce	1282	71.8%	13.4%	7.6%	4.5%	2.7%
Data Processing	160	67.5%	16.3%	9.4%	2.5%	4.3%
Mech. & Eng. Technologies	371	64.8%	9.2%	9.2%	5.7%	11.1%
Health Sciences	363	61.7%	17.6%	4.4%	5.0%	11.3%
Natural Sciences	65	40.0%	24.6%	12.3%	9.2%	13.9%
Public Service	144	77.1%	6.3%	7.6%	1.4%	7.6%
Total & % of Total	2385	64.3%	13.5%	7.6%	4.5%	6.1%

The Phase I research found that, in regions predominately comprised of community colleges, 79% of the placements could be accounted for by combining

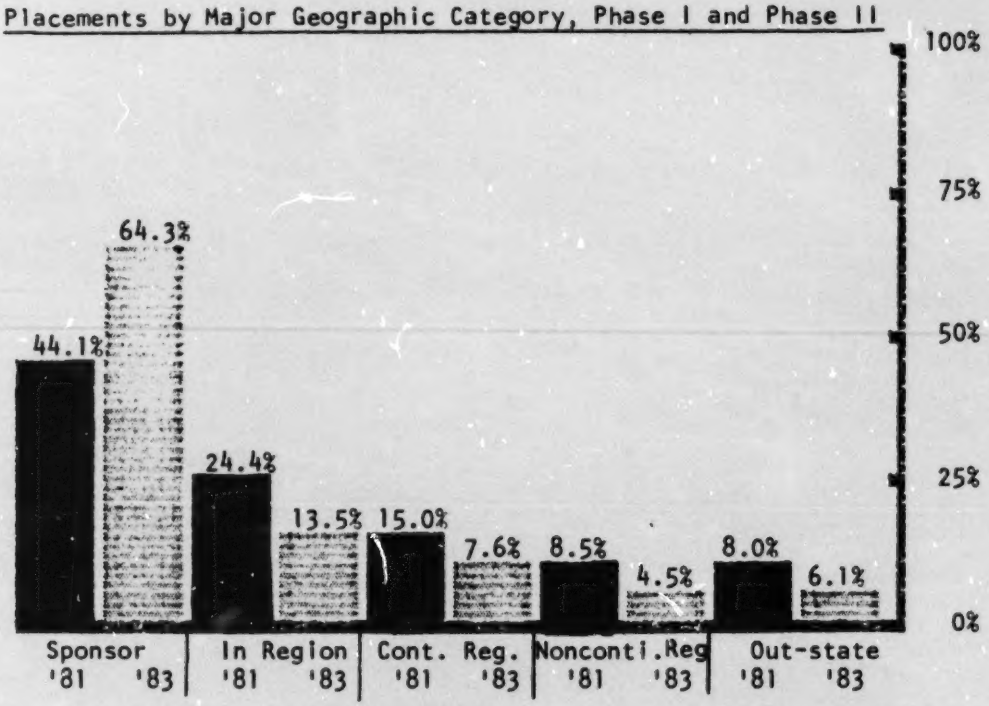
the sponsor area and planning region geographic categories. Combining those two categories in Table 8 accounts for 77.8% of the placements, a very favorable comparison.

Phase I trends are also reinforced regarding mobility differences among program areas. Natural Science and Mechanical and Engineering Technology graduates display more outward mobility than graduates of other technology areas.

Inclusion in this project of only data from SUNY community colleges should result in less outward mobility overall compared to Phase I data. A comparison of overall percentages from both years is shown in Figure 1.

FIGURE 1

Placements by Major Geographic Category, Phase I and Phase II



The percentage of placements in the Sponsor Area is significantly higher than those of 1981 which includes placements from agricultural and technical colleges, City University of New York and independent colleges. The 1981

percentages are higher than 1983 percentages for the other four geographic categories. This reinforces the Phase I finding that SUNY community college graduates exhibit less outward mobility than graduates of agricultural and technical colleges and selected independent colleges. The least difference occurs in the out-of-state category where 1983 data is only 2% below 1981 data. However, that 2% can also be accurately stated as a difference of 25% between research cycles.

To compare Phase I and Phase II data on a more equitible basis the distributions of placements by major technology for only SUNY community colleges are presented below.

Table 9

Distribution of Placements by Major Technology:
SUNY Community College Graduates, Phase I and II

		N	Sponsor Area	Within Region	Contig. Region	Non-Contig. Region	Out-of-State
Business & Commerce	Phase I	1582	63.8	22.4	6.6	2.8	4.3
	II	1282	71.8	13.4	7.6	4.5	2.7
Data Processing	Phase I	259	62.9	22.0	5.0	4.2	5.8
	II	160	67.5	16.3	9.4	2.5	4.3
Mech. & Eng. Tech	Phase I	995	57.3	13.5	14.3	7.7	7.2
	II	371	64.8	9.2	9.2	5.7	11.1
Health & Paramed Tech	Phase I	1267	67.5	15.3	5.1	3.9	8.3
	II	224	61.7	17.6	4.4	5.0	11.3
Nat. Sci. Tech	Phase I	82	50.0	24.4	7.3	8.5	9.8
	II	65	40.0	24.6	12.3	9.2	13.9
Public Ser. Tech	Phase I	477	65.4	20.3	7.1	3.4	3.8
	II	111	77.1	6.3	7.6	1.4	7.6

The similarity of the distributions are apparent from the Table 9 data array. In most all technologies the differences that are found in the placement percentages in the Sponsor area are reversed in the Within Region columns so that combination of the two categories is more similar than either

column by itself. The exception to this relationship is Natural Science where Phase II data displays more outward mobility in all categories.

In the Out-of-State column only Business and Data Processing in the Phase II data are lower than the Phase I results. All others show increases of 3 or 4%, small in absolute quantity but large in percentage. The Public Service out-of-state rate for example, for Phase II, is double the Phase I rate.

Even with these differences the similarity of the general trend lines is apparent. Three-quarters or more of the placements can be accounted for by combining the Sponsor and Within Region columns, except for Natural Science programs in Phase II. The range of placement rates in Contiguous Regions is 4% to 14% while the Non-Contiguous placement range is 1% to 9% and Out-of-State is 2.7% to 13.9%. In both years Natural Science, Health and Engineering are the technologies with the higher Out-of-State rates.

There were 13 occupational education planning regions that comprised the Within Region category for Phase I. For Phase II, placement directors were asked to use the ten region alignment that was in effect when Phase II was planned. The difference in geographic boundary may have had a small effect on Within Region rates for selected colleges but little overall effect on the trend pattern.

Placements by Program

Table 10 presents the mobility detail of Business and Commerce Technology graduates by program area.

Table 10

Distribution of Placements for Business and Commerce Programs

Program	N	Sponsor Area	Within Region	Contig. Region	Non-Contig. Region	Out of State
General Business	149	61.1%	21.4%	7.4%	2.7%	7.4%
Accounting	119	80.7%	9.2%	7.6%	1.7%	0.8%
Marketing	362	61.3%	17.7%	11.3%	6.6%	3.1%
Secretarial Tech	173	75.1%	16.2%	5.2%	2.3%	1.2%
Communication & Broadcasting	43	81.4%	14.0%	2.3%	2.3%	-
Photo Tech	11	100.0%	-	-	-	-
Applied Graphic Arts	46	43.5%	2.2%	26.1%	13.0%	15.2%
Fashion/Adver. Design	329	88.8%	2.4%	3.3%	4.6%	0.9%
Banking and Finance	3	66.7%	33.3%	-	-	-
Hotel and Foods	3	33.3%	66.6%	-	-	-
Travel & Tourism	20	25.0%	75.0%	-	-	-
Retail Bus. Mgmt.	24	66.7%	16.6%	12.5%	4.2%	-
Total Number	1282	(921)	(172)	(97)	(57)	(35)
Percent	100%	71.8%	13.4%	7.6%	4.5%	2.7%

While rates on several programs are low in the Sponsor Area column, all programs except Applied Graphic Arts show a combined Sponsor and Within Region rate of 79% or greater. It is also the program with the highest rates in each of the other geographic categories. Only Graphic Arts and General Business significantly exceed the out-of-state rate for all programs, and Graphic Arts and Marketing exceed the overall rate for Contiguous and Non-Contiguous categories. With those few exceptions the generally low outward mobility exhibited by graduates of Business programs is evidenced by the data.

Table II

Distribution of Placements for Data Processing Programs

Program	N	Sponsor Area	Within Region	Contig. Region	Non-Contig. Region	Out of State
Data Processing-General	104	67.3%	15.4%	10.6%	3.8%	2.8%
Computer Science	4	100.0%	-	-	-	-
Operator	22	72.7%	18.2%	9.1%	-	-
Programmer	30	60.0%	20.0%	6.7%	-	13.3%
Total Number	160	(108)	(26)	(15)	(4)	(7)
Percent	100%	67.5%	16.3%	9.4%	2.5%	4.3%

The small outward mobility of the total technology is reflected by each program area. The combination of Sponsor and Within Region categories accounts for at least 80% of the placements in each program. Programming graduates were the most outwardly mobile in Phase I data with out-of-state rates as high as 25%. Programming is again the most outwardly mobile but the out-of-state rate is only 13%. Overall the distribution shown in Table II is very similar to the 1981 data of community colleges presented in previously in Table 9.

Table 12

Distribution of Placements for
Programs in Mechanical and Engineering Technologies

Program	N	Sponsor Area	Within Region	Contig. Region	Non-Contig. Region	Out-of-State
Mech & Engineering, Gen.	12	83.3	16.7	-	-	-
Architectural Drafting	11	45.5	36.4	-	-	18.1
Chemical Technology	27	63.0	7.4	-	22.2	7.4
Automotive Technology	2	100.0	-	-	-	-
Welding Technology	9	11.1	11.1	33.4	22.2	22.2
Civil Technology	38	71.1	2.6	15.8	7.9	2.6
Electronics & Machine Tech	73	53.5	6.8	16.4	4.1	19.2
Electromech Technology	10	80.0	20.0	-	-	-
Industrial Technology	15	60.0	33.3	6.7	-	-
Textile Technology	61	86.8	-	3.3	3.3	6.6
Model-Making Technology	17	23.5	35.3	5.9	11.8	23.5
Const. & Bldg. Technology	5	60.0	-	20.0	20.0	-
Tool & Machine Drafting & Design	14	64.4	7.1	21.4	7.1	-
Mechanical Technology	42	66.7	7.1	11.9	-	14.3
Total Number	371	(241)	(34)	(34)	(21)	(41)
Percent	100%	64.8%	9.2%	9.2%	5.7%	11.1%

Graduates of selected programs in mechanical and engineering technologies were found in Phase I to exhibit more outward mobility than most Business and Data Processing program graduates. Table 12 confirms this relationship for 1983 graduates as well. The average out-of-state rate of 11.1% is significantly higher than the Phase I average of 7.2%. Model-Making is highest with 23.5% but this rate is considerably lower than it was in the Phase I data (35.3%). Architectural Drafting, Welding, Model-Making and Mechanical Technology were all identified in the Phase I report as exceeding the derived standard for out-of-state placements but Electronics and Machine Technologies is a new program to the list of more outwardly mobile programs. Sixteen programs from regions predominated by community colleges were identified as having higher out-of-state rates in Phase I. Only five programs in Table 12 exceed the derived standard of 14%

used in Phase 1 and only four would exceed a standard similarly derived from the given data. Chemical Technology's higher non-contiguous placement rate is due in large part to the demand for graduates in the Rochester area. Welding Technology graduates also seem to be recruited away from their college region with above average frequency and join Model-Making graduates in their apparent ability to be employed in many areas of the state as well as out-of-state.

Table 13

Distribution of Placements by Health Technology Programs

Program	N	Sponsor Area	Within Region	Contig. Region	Non-Contig. Region	Out-of-State
Physical Therapy	5	100%	-	-	-	-
Dental Assistant	3	100%	-	-	-	-
General Health Asst.	1	100%	-	-	-	-
Dental Hygiene	15	40%	6.6%	-	26.6%	26.6%
Medical Lab Tech	5	80%	-	-	20%	-
Radiology Tech	12	66.7%	8.3%	-	25%	-
Nursing (PN)	62	62.9%	21.0%	-	3.2%	12.9%
Medical Records	19	89.5%	-	-	10.5%	-
Medical Asst.	16	100%	-	-	-	-
Nursing (RN)	225	55.6%	21.8%	7.17%	2.7%	12.8%
Total number	363	(224)	(64)	(16)	(18)	(41)
Percentage	100%	61.7%	17.6%	(4.4%)	(5.0%)	(11.3%)

Over three quarters of the graduates in Allied Health programs are included in the sponsor and region categories. This relationship is true for all individual programs except Dental Hygienist. Contiguous and non-contiguous rates are low overall but include several high rates for individual programs. Only three programs have out-of-state placements, Dental Hygiene and PN and RN Nursing. Nursing and Dental Hygiene were also identified in Phase 1 as having higher out-of-state placement rates but (as was the case for Programmer and Model-Making) the 1983 rates are lower than the 1981 rates. Medical Lab-

oratory Technology graduates were among the higher out-of-state rates for 1981 graduates but do not appear in the 1983 out-of-state data. This may be a result of fewer colleges reporting on the mobility of 1983 graduates. Part of the Dental Hygiene and Nursing out-of-state rates is due to a border phenomenon identified in Phase I and previously clarified in the relocater section (page 18) of this study.

Table 14

Distribution of Placements by Natural Science Technology Programs

Program	N	Sponsor Area	Within Region	Contig. Region	Non-Contig. Region	Out-of-State
Gen. Nat'l Science	29	27.6%	27.6%	13.8%	13.8%	17.2%
Horticulture	12	58.3%	33.3%	-	-	8.3%
Forestry	1	100%	"	-	-	-
Food Service Tech	16	50%	12.5%	12.5%	6.3%	18.8%
Laboratory Tech	7	28.6%	28.6%	28.6%	14.2%	-
Total number	65	(26)	(16)	(8)	(6)	(9)
Percentage	100%	40%	24.6%	12.3%	9.2%	13.9%

Natural Science Technology programs exhibited the lowest sponsor area rates of any technology area and conversely, the higher outward mobility trends. Individual programs with higher out-of-state rates in Table 14 are Food Service Technologies and General Natural Science Technologies. Neither program was identified as a higher rate program from community colleges in Phase I, nor would they qualify as such in 1983 if exceeding the derived standard of 1.5 times the average rate for the technology (20.85) was necessary to be so labeled. However, Natural Science has the highest outward mobility of the six major technologies. This may be due in part to the specialized nature of the programs and the diversity of job opportunities that are linked to the programs.

Table 15

Distribution of Placements by Public Service Technology Programs

Program	N	Sponsor Area	Within Region	Contig. Region	Non-Contig. Region	Out-of-State
Therap. Rec. Assit.	4	100%	-	-	-	-
Fire Control	10	90%	-	-	10%	-
Child Care	11	90.9%	-	-	-	9.1%
Paralegal	6	66.7%	33.3%	-	-	-
Police & Law	68	72.1%	10.3%	5.9%	1.4	10.3%
Rec/Soc Work	8	87.5%	-	-	-	12.5%
Rec/Leadership	3	66.7%	-	33.3%	-	-
Public Service General	34	76.5%	-	17.6%	-	5.9%
Total number	144	(111)	(9)	(11)	(2)	(11)
Total percent	100%	77.1%	6.3%	7.6%	1.4%	7.6%

The generally high rate of sponsor area placements in Public Service Programs is consistent with trends in Phase I data and stands in contrast to the Natural Science program rates. The unevenness of the mobility of individual programs is shown by the fact that Police and Law Enforcement is the only program that has placements in all five geographic categories. Out-of-state rates for Child Care, and General Public Service were found to be higher than the derived standard in Phase I and are among the higher rates in the 1983 data. The overall average for out-of-state placements in Phase I was 4.8% compared to 7.6% for 1983 graduates. Because of this, the 1983 data would show a slightly higher outward mobility trend compared to Phase I. The more outwardly mobile programs are essentially the same with the exception of Child Care which was not among the leaders in out-of-state rates in Phase I.

Discussion and Implications

The placement data on 1983 graduates is quite similar in trend and in relative mobility percentages to the placement data on 1981 graduates. Generally

the 1983 data reflect and thus verify the Phase I trends. Public Service Technologies appears to be an exception with its higher out-of-state rate. Fewer individual programs would qualify as having higher out-of-state rates if the derived standard technique of 1.5 times the average for the technology was replicated. However, many of the same programs appear in both phases as having the relatively higher out-of-state placement rates.

Although individual analyses of planning regions was not presented in this report, the border phenomenon of out-of-state placements was again present for certain colleges with geographic border locations. Evident in individual college data was the drawing power of large employers like General Electric, IBM and Eastman Kodak and resultant higher contiguous and non-contiguous region placement rates for selected program graduates. In general the replication study reinforced the Phase I findings and trends for each major technology and the individual programs that are the components of each technology area.

V. Summary and Conclusions

The major focus of Phase II of the Geographic Mobility study consisted of three research strands: a) information about successful leavers, b) follow-up of 1981 graduate relocaters, and c) validation of Phase I findings regarding mobility trends. The findings from each strand are summarized below.

The use of the term successful leaver requires acceptance of a definition of success. Economically a majority of the leavers were earnings data presented in Section III for the graduate relocaters. If success is defined as accomplishing a goal held at college entrance, that is, securing desired employment or transferring to another college, the percentage of leavers that can be judged as successful is small, perhaps 15%.

Nearly one-third of the potentially successful leavers left college for personal, family health-related or financial reasons; all are factors external to the college as an instructional environment. However, a smaller but significant number left for reasons of disappointment, discouragement, or dissatisfaction with their program or other complaints of the college environment. These are factors that colleges have some reasonable chance to impact and with internal changes, could reduce some attrition. In general a majority of the leavers, except those who have transferred, expect to return to some college at some future time but realistically about half of all leavers should be seen as permanent leavers. Using traditional definitions and timeframes of success one must conclude that completing college is more likely to be associated with success than is leaving college. The high incidence of potential stop-outs, however, is a signal that many students are not ready to be measured at a given point in time. They are still exploring options and their goals are changing.

In contrast to successful leavers the term relocater was proven to be an accurate descriptor of those 1981 completers who accepted employment out-of-state or in regions not contiguous to their college. The relocaters have been successful economically; the group experienced a 30% earnings increase in a two and a half year period. They also exhibit high persistence in employment and location patterns as very few have returned to New York State. Related to this, however, were findings that some persons were out-of-state residents while attending school so that the apparent loss of trained technicians to other states should be corrected downward to account for the place of residence factor.

A majority of the graduates accepted out-of-state employment for job related reasons such as best offer or salary. While some gave better climate and a desire for a new location as reasons for outward mobility nearly half of all out-of-state respondents said they would have taken a comparable job in their college area if one had been available.

Overall the loss of about 6% to other states is not seen by this observer as extreme. However, even that figure would have been smaller if on-campus recruitment by out-of-state firms had not occurred.

The findings of Phase I were essentially verified by the similarity of results from the replication study of 1983 completers. Natural Science, Engineering and Health were again the technologies that exhibited the most outward mobility but overall nearly 78% of all placements occurred within the Sponsor and Region geographic categories. The out-of-state placement rate varied among technologies from 2.7% to 13.9% but the overall average was 6.1%.

Graduates from certain programs, often speciality or high demand occupations, have been identified in two cycles as having greater mobility than others and factors such as regional demand by major employers, on-campus recruiting efforts and students residence have also been verified as being related to geographic mobility patterns.

The study of the geographic mobility of postsecondary occupational education graduates began from policy questions relating to the relative importance of locally relevant employment opportunities to educational program development, the economic and educational interface of employer needs for trained technicians and the varying missions of the two-year colleges that provide technical level programs. Annual placement reports provide numbers and relatedness of the job to the educational program but the questions of where the graduates found employment and some reasons why the placements occurred were being answered only at the individual college level and then only at selected colleges. A snapshot of statewide geographic mobility patterns for technologies and programs has been presented.

The study then went further into the reasons, persistence and success of graduates from selected programs that exhibited greater outward mobility.

Data were also collected on a sample of students who left college before completing their program.

These data indicate that while locally relevant employment needs and opportunities are those being primarily addressed, the community college can also be a provider of trained technicians for employers outside the Sponsor area and, to a lesser extent, provide wider geographic employment opportunities for graduates if they desire. The data as outcome measures also lead to a general conclusion that policy and practice are generally in balance; both institutional and educational missions are being served effectively and both local and State employment needs are being appropriately addressed through postsecondary occupational education programs.

Appendix 1

FORMER STUDENT SURVEY

1-8

Geographic Mobility Project
VEA 58-84-9379

Two-Year College Development Center
State University of New York at Albany

Spring 1984

This questionnaire is part of a statewide follow-up survey of former students at two-year colleges. Your responses will remain confidential. Only aggregated data will be reported. Thank you for your cooperation. Return completed form as soon as possible in attached self-addressed postage-paid envelope.

1. Which one of the following statements best describes your intentions when you entered college?

(1)___I wanted to start college here and then transfer. (9)
(2)___I wanted some training to get the kind of job I wanted.
(3)___I wanted to try college to see if I liked it.
(4)___My family wanted me to go to college.
(5)___I wanted to complete the degree.
(6)___I wanted to play sports.
(7)___College was the only way to do what I wanted to do, be a _____
(8)___I had no real plan when I entered college.
(9)___Other; please specify: _____

_____

2. Why did you leave college before completing your program?

(1)___I got a full-time job I wanted. (10)
(2)___I did not like my program.
(3)___I didn't feel as if I was accomplishing anything.
(4)___I couldn't afford to stay in college.
(5)___Family responsibilities forced me to leave.
(6)___I didn't like college.
(7)___I never intended to complete college.
(8)___Other; please specify: _____

_____

3. In what curriculum were you enrolled?

(1)___Business and Commerce *(Please identify specific program; e.g., secretarial science, accounting)*: _____ (11)
(2)___Data Processing *(Please identify specific program; e.g., keypunch, programmer)*: _____
(3)___Allied Health *(Please identify specific program; e.g., nursing, lab tech)*: _____
(4)___Mechanical and Engineering Technologies *(Please identify specific program; e.g., civil technology, automotive technology)*: _____
(5)___Natural Sciences *(Please identify specific program; e.g., forestry, horticulture)*: _____
(6)___Public Service *(Please identify specific program; e.g., paralegal assistant, child care)*: _____

4. How many credit hours did you complete?

(1)___	0-3	(4)___	10-12	(7)___	19-21	(12)
(2)___	4-6	(5)___	13-15	(8)___	22-24	
(3)___	7-9	(6)___	16-18	(9)___	25+	

5. Did you attend college (1)___full-time? (2)___part-time? (13)

6. When were you last enrolled?

(1)___fall semester 1982 (14)
(2)___spring semester 1983
(3)___fall semester 1983

7. If you could start college over again, would you

(1) ___ enroll in the same college? (15)
(2) ___ enroll in a different college? If so, which one? _____
(3) ___ not leave college when I did.
(4) ___ I don't know.

Please briefly explain your answer. _____

_____

_____

8-14. At the time you left college, how satisfied were you with each of the following? Please check the appropriate boxes.

		Very Satisfied	Satisfied	No Opinion	Dissat-isfied	Very Dissat-isfied	
8.	overall quality of instruction	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐	(16)
9.	job possibilities related to your program of study	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐	(17)
10.	information on college provided at time of admission	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐	(18)
11.	availability of courses I wanted	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐	(19)
12.	helpfulness of faculty	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐	(20)
13.	helpfulness of other staff in various offices	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐	(21)
14.	availability of student support services; e.g., counseling	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐	(22)

15. Are you currently employed?

(1) ___ Yes (If yes, omit question 16.) (2) ___ No (If no, answer question 16.) (23)

If your answer to question 15 was yes, please identify employer and address.

_____ Employer _____ City/State

16. If currently unemployed, check the one main reason below.

(1) ___ continuing my education full-time (24)
(2) ___ looking for a job but unable to find one
(3) ___ laid-off
(4) ___ gave up looking
(5) ___ illness or disability
(6) ___ family responsibilities
(7) ___ other; please specify: _____

_____

17. What was the title of the job you accepted after leaving college?

_____

Briefly describe job: _____

_____

18. How did you learn about this job?

(1) ___ college placement office (5) ___ family (25)
(2) ___ company recruiter on campus (6) ___ other; please specify:
(3) ___ newspaper _____
(4) ___ friend _____

19. Did your college courses help you get this job?

(1)___Yes (2)___No (3)___I don't know. (26)

If yes, how? _____

_____

20. What is the range of your annual yearly salary before taxes?

(1)___less than $7,000
(2)___$7,000-10,999
(3)___$11,000-13,999
(4)___$14,000-16,999
(5)___$17,000-19,999
(6)___$20,000-22,999
(7)___$23,000+ Other; please specify: (27)

_____

21. What is the general level of education of other employees who have the same job as you do?

(1)___less than high school diploma
(2)___high school diploma
(3)___some college
(4)___four years of college
(5)___other: _____
(6)___I don't know (28)

If you are continuing your education full or part-time, please specify:

Name of school _____
Courses/major _____
Degree expected and date _____

The following are optional questions, but we request that they be completed for greater accuracy of the statewide demographic profile.

22. Sex: (1)___Male (2)___Female (29)

23. Age: (1)___21 or less (5)___36-40
(2)___22-25 (6)___41-45
(3)___26-30 (7)___46-50
(4)___31-35 (8)___over 50 (30)

24. Ethnic background: (1)___Asian (4)___Hispanic
(2)___Black (5)___Native American
(3)___Caucasian (6)___Other; please specify: (31)

_____

25. Excluding yourself, how many dependents do you have?

(1)___none (3)___2 (5)___4
(2)___1 (4)___3 (6)___5 or more (32)

THANK YOU FOR YOUR COOPERATION.

Appendix 2

(1-8)

RELOCATER SURVEY: June 1981 Graduates

GEOGRAPHIC MOBILITY STUDY

VEA 58-84-9379

Two-Year College Development Center
State University of New York at Albany

This survey is part of a statewide follow-up study of graduates from New York State postsecondary occupational programs. We are seeking data on kinds of jobs accepted, their geographic location and reasons for accepting particular positions. Individual responses will remain confidential--only aggregated data will be reported. Thank you for your cooperation. Return completed form as soon as possible in attached self-addressed, postage-paid envelope.

1. Check the item which describes your current employment situation:

(1)___working full-time } SKIP Question 2 (9)
(2)___working part-time }
(3)___not working (If you checked this item, please complete Question 2.)

2. What is the main reason you are not working now?

(1)___continuing my education full-time (10)
(2)___looking for a job but unable to find one
(3)___laid off
(4)___gave up looking
(5)___illness or disability
(6)___family responsibilities

3. What was the title and brief description of the job you accepted after completing your college program in 1981? _____

_____

4. What was the range of your annual yearly salary before taxes in 1981?

(1)___ less than $7,000 (5)___$17,000-19,999 (11)
(2)___ $7,000-10,999 (6)___$20,000-22,999
(3)___$11,000-13,999 (7)___$23,000+ Other; please specify___
(4)___$14,000-16,999 _____

5. Who was your employer? _____

6. Where was your place of employment located? _____
City/State

7. What was your home address at that time? _____
City/State

8. What was your home address in 1981 when you were in college (before accepting that position)?

_____
City/State

9. What made you decide to accept that particular job in that geographic area? (Please check the one reason that was most important.)

(1)___It was near home. (12)
(2)___It was the best offer I had.
(3)___I wanted to live in a different part of the country.
(4)___The location was attractive.
(5)___The salary was better than jobs in other locations.
(6)___Other; please specify: _____

10. How did you learn about this job?

(1)___College placement office (4)___Friend (13)
(2)___Company recruiter on campus (5)___Family
(3)___Newspaper (6)___Other; please specify:

_____

11. When you accepted that position, how long did you expect to stay there?

(1)___As long as I liked the area (4)___Less than a year (14)
(2)___Several years (5)___Didn't have a plan
(3)___About a year (6)___As long as the job lasted

12. Did you purposely seek a job in a specific geographic location(s)?

(1)___Yes (2)___No (15)
If yes, what location(s)? _____

13. At the time of graduation, if you had been offered a comparable job within the same salary range, with comparable responsibilities and promotion opportunities, but in the same geographic location as your college, would you have accepted it?

(1)___Yes (2)___No; please explain briefly: _____ (16)

14. Are you still working for the same employer?

(1)___Yes (2)___No (17)

Who is your employer now?

_____

Where is your place of employment located?

_____
City/State

15. What is your current job title? _____
Please list other jobs, and locations, held since 1981 through the present.

Job title	Employer	City/State

16. What is your current annual yearly salary range before taxes?

(1)___ less than $7,000 (5)___$17,000-19,999 (18)
(2)___ $7,000-10,999 (6)___$20,000-22,999
(3)___ $11,000-13,999 (7)___$23,000+ Other; please specify___
(4)___ $14,000-16,999 _____

17. How long do you plan to stay in your current location?

(1)___Less than a year (19)
(2)___A year or two more
(3)___As long as employment opportunities remain
(4)___I have no definite plan

18. From what curriculum did you graduate in 1981? (20)

(1)___Business and Commerce
Please identity specific program (e.g. secretarial science, accounting):_____

(2)___Data Processing
Please identify specific program (e.g. keypunch, programmer):
_____

(3)___Allied Health
Please identify specific program (e.g. Nursing, Lab Tech):____
_____

(4)___Mechanical and Engineering Technologies
Please identify specific program (e.g. Civil Tech, Auto Tech):
_____

(5)___Natural Sciences
Please identify specific program (e.g. Forestry, Horticulture):
_____

(6)___Public Service
Please identify specific program (e.g. Paralegal Ass't. Child Care): _____

19. If you are continuing your education full or part-time, please specify:

Name of school _____

Courses/major _____

Degree expected and date _____

The following questions are optional; however, we request that you complete them to provide greater accuracy of the statewide survey data.

20. Sex: (1)___Male (2)___Female (21)

21. Age: (1)___21 or less (2)___22-25 (3)___26-30 (4)___31-35 (5)___36-40 (6)___41-45 (7)___46-50 (8)___over 50 (22)

22. Ethnic background: (1)___Asian (2)___Black (3)___Caucasian (4)___Hispanic (5)___Native American (6)___Other; please specify: _____ (23)

23. Excluding yourself, how many dependents do you have?

(1)___None (2)___1 (3)___2 (4)___3 (5)___4 (6)___5 or more (24)

Thank you for your cooperation.

Appendix 3

GEOGRAPHIC MOBILITY SUMMARY FORM
VEA 58-84-9379

Directions: *The attached forms request placement information on completers of occupational and technical programs for the year ending June 1983.*

The geographic categories are defined as follows:

...within sponsor/service area - county or counties that are sponsors of the college.

...within region - occupational planning region but outside county or city used in the sponsor area column. (A map of the ten planning regions is included for your use.)

...contiguous region - within a planning region contiguous to the college's planning region.

...non-contiguous region - self explanatory

...out-of-state - self-explanatory

If you have no placements in a discipline specialty, simply mark NP in the total column.

Please use the bottom of each program form to add specific location and employer identification, if readily available, that would further specify the geographic location of a significant number of placements that might be reported in any column.

For example: an upstate college may report 50% of its placements in hotel and restaurant management in a non-contiguous region. If it is known that nearly all were placed in New York City employed by Sheraton, that information would be helpful. Similar notations for out-of-state placements would also add significantly to our information.

If there are questions or problems, please contact us (518 455-6271). We sincerely appreciate your time and effort in helping us with this project.

Gene M. Winter, Director
Two-Year College Development Center
State University of New York at Akbany
135 Western Avenue, Draper 306
Albany, New York 12222

SAMPLE OF FORMAT--

Pages were included for each major technology area: Business, Data Processing, Mechanical and Engineering, Allied Health, Natural Science and Public Service.

BUSINESS AND COMMERCE TECHNOLOGIE

Geographic Mobility Survey Form

Two-Year College Development Center, SUNY-Albany

College _____

Code	Discipline Spec.	Placement Totals			Geographic Categories: Service Area		Within Region		Contig Region		Non-Contig Region		Out-of-State	
		Total	M	F	M	F	M	F	M	F	M	F	M	F
5001	Business and commerce technologies, general													
5002	Accounting technologies													
5003	Banking and finance technologies													
5004	Marketing, distribution, purchasing, bus., & industrial management tech.													
5005	Secretarial technologies (include office machine training)													
5006	Personal service tech. (stewardess, cosmetologist, etc.)													
5007	Photography technologies													
5008	Communications and broadcasting tech. (radio/television, newspapers)													
5009	Printing and lithography technologies													
5010	Hotel and restaurant management technologies													
5011	Transportation and public utility technologies													
5012	Applied arts, graphic arts, & fine arts technologies (inc. advertising design)													
5099	Other, specify													
TOTAL	BUSINESS AND COMMERCE TECHNOLOGIES													

Notations of significant locations and/or employers: _____